

DOCUMENT RESUME

ED 322 813

HE 023 632

TITLE Annual Report of the Commission for Higher Education Presented to the Governor and the Indiana General Assembly.

INSTITUTION Indiana State Commission for Higher Education, Indianapolis.

PUB DATE Dec 89

NOTE 41p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Annual Reports; College Preparation; Educational Improvement; *Educational Objectives; Educational Planning; Educational Technology; Enrollment; Higher Education; *Postsecondary Education; *Program Evaluation

IDENTIFIERS Indiana Commission for Higher Education

ABSTRACT

This annual report of the Indiana Commission for Higher Education summarizes the planning initiatives on which it took action in 1989 and also gives a progress report on those initiatives which were begun in 1989 and have not yet been completed. The activities which were acted upon by the Commission and include: (1) efforts to improve college participation and preparation for postsecondary education; (2) efforts to strengthen postsecondary technical, professional, and graduate education; and (3) efforts to improve the use of technology in instruction. Appendixes include a summary of recurring Commission staff reports, lists of new degree programs which were approved and degree programs which were eliminated in 1989, and an annotated bibliography of background working papers and reports. (GLR)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ANNUAL REPORT

1989

ED322813

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

INDIANA Comm
for HE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Indiana Commission
for
Higher Education

ANNUAL REPORT



of the
COMMISSION FOR HIGHER EDUCATION
presented to the
Governor
and the
Indiana General Assembly

DECEMBER, 1989

Members of the Commission for Higher Education:

Betty Ortman, Chairman,	5th Congressional District
Frederick Bauer, Vice Chairman,	7th Congressional District
Esther D. Bray, Secretary,	7th Congressional District
Karl Bandemer	4th Congressional District
David Chube	1st Congressional District
E. Hal Davis	9th Congressional District
Jack Dustman	6th Congressional District
Frederick H. Evans	10th Congressional District
Donald J. Holmquist	6th Congressional District
James B. Igleheart	8th Congressional District
Robert O. Laven	3rd Congressional District
Van P. Smith	2nd Congressional District

Previous Members of the Commission for Higher Education

<u>Name</u>	<u>Term</u>
Robert Anderson	1971-1978
David Baker	1971-1973
John Benbow	1971-1976
Samuel E. Brandon	1978-1986
O. C. Carmichael	1971-1974
Mrs. John Corrigan	1971
George Doup	1971-1983
Grant Hawkins	1971-1978
Walter Helmke	1988-1989
John M. House	1971-1973
Curtis E. Huber	1971-1982
Irving L. Lewin	1973-1985
Robert A. Lucas	1971-1973
James C. McGill	1978-1982
Samuel A. Rea	1973-1986
Peter Ridder	1987-1988
Beurt R. SerVaas	1971-1986
Frank Vite	1974-1982
Ann Wilson	1982-1984
Phyllis Woods	1986-1989

Commission Staff

Clyde R. Ingle, Commissioner

Henry J. Hector, Deputy Commissioner

Linda M. Eads, Secretary

Gary M. Gray, Manager of Data Base Systems

Nanette A. Harfst, Administrative Assistant

Amy S. Kovalan, Program Officer of Financial Affairs

Debra S. McClellan, Executive Secretary

Karen M. Rasmussen, Assistant Commissioner of Planning and Policy Studies

Robert W. Ruble, Assistant Director of Financial Affairs

Kenneth R. Sauer, Assistant Commissioner of Academic Affairs

David R. Scholz, Manager of Information Systems

Stacey L. Valentine, Information Coordinator

Ellen F. Van De Voorde, Secretary for Academic Affairs

H. Kent Weldon, Associate Commissioner of Financial Affairs

Nancy Zeller, Assistant Director of Academic Affairs

Table of Contents

Preface	v
Education for the Year 2000	1
Commission Action on Planning Initiatives	3
Strategic Direction: To Improve College Participation	3
Strategic Direction: To Improve Preparation for Postsecondary Education	5
Strategic Direction: To Strengthen Postsecondary Technical Education	6
Strategic Direction: To Strengthen Professional and Graduate Education	10
Strategic Direction: To Improve the Use of Technology in Instruction	10
Progress Report on Planning Initiatives	13
Strategic Direction: To Improve College Participation	13
Strategic Direction: To Improve Preparation for Postsecondary Education	14
Strategic Direction: To Improve Undergraduate Education	15
Strategic Direction: To Strengthen Postsecondary Technical Education	17
Strategic Direction: To Strengthen Professional and Graduate Education	17
Strategic Direction: To Improve the Use of Technology in Instruction	18
Appendix A	19
Commission for Higher Education Recurring Staff Reports	19
Higher Education Budget Instructions and Requests	19
Performance Assessment	19
Programs with Few Recent Graduates	19
Minority Participation	20
Guidelines for General Repair and Rehabilitation Funding	20
Program Review Data Base	20
Student Information System	20
Higher Education Services Plans	20
Program Start-up Fund Instructions	21
Equipment Inventory	21
Facilities Inventory	21
Appendix B	23
New Degree Programs Approved in 1989	23
Appendix C	25
Programs Eliminated in 1989	25

Appendix D	27
Background Working Papers and Reports	27
Materials Appearing in Commission Agendas	27
Materials Issued Under Separate Cover	32

Preface

The Commission for Higher Education completed its review of the higher education budget and made its recommendations to the Governor and General Assembly with the continued emphasis on increasing participation in higher education by both the traditional and adult students in Indiana. It is clear that Indiana's ability to successfully compete in a world economy depends on higher education. In a recent report entitled *"Jobs for the Future"* it was stated that 85 percent of all the new jobs created in the next decade will require postsecondary education. The postsecondary community must continue to find more creative ways for students to be served and to help them succeed.

Although different technologies are beginning to be used successfully in teaching Hoosiers, higher education will need to pursue more aggressively how these technologies can be better utilized to improve the effectiveness of the faculty and the learning of the student. This is especially important as we consider strategies on how we might increase the degree completion rates for the adult part-time student and the minorities.

This report summarizes those planning initiatives on which we took action in 1989 and also gives a progress report on those initiatives which were begun in 1989 and have not yet been completed. In addition there is a summary of recurring reports, new degree programs which were approved and degree programs which were eliminated.

In conclusion, the Commission wishes to thank the Governor and the General Assembly for its continuing strong support for higher education. We look forward to working with the executive and legislative branches to ensure that postsecondary opportunities are available and affordable to all Indiana students.

Betty Ortman
Chairman

Clyde R. Ingle
Commissioner

Education for the Year 2000

In its last two annual reports, the Commission for Higher Education has called attention to the emerging crisis of the growing gap between the skills and knowledge of Indiana's citizens and those being demonstrated by citizens of other states and nations. This gap is exacerbated by the aging of the Indiana population.

The 1989 Annual Report continues to be shaped by the Commission's concern with the implications of the converging forces of declining skill and education levels and a declining number of new entrants into the work force and citizenship pool.

To recap the highlights of these trends:

- The number of 18-24 year old persons in Indiana are projected to decline by 17-25 percent by the year 2000.
- The actual decline of the 18-24 year old age group in Indiana between 1970 and 1985 was greater than for the nation, 9.5 percent which is almost double the national average of 5.1 percent.
- Of the workers and citizen volunteers at the turn of the century in Indiana, nearly 75 percent have already completed their initial formal education.
- Nationally, the continuing decline in population and increasing life span of the elderly means that by 2050 there will be approximately one worker for each social security beneficiary; presently the ratio is about three to one.
- Between now and the year 2000, 85 percent of all new jobs will require postsecondary education.
- The last time the Indiana per capita personal income exceeded the national average was in 1967, today it's approximately 90 percent of the national level.
- The American standard of living is falling relative to the most advanced industrial countries where productivity is growing four times more rapidly.

During 1989 the evidence shows, both nationally and in Indiana that these trends may be escalating. For example, the Lilly Endowment's study, The State of the Child in Indiana, stressed the developing gap between the supply of young people in Indiana and the rest of the United States. Data indicate that the under five years of age population in Indiana between 1980-85 continues the downward trend while nationally the population under five years of age increased by 10.3 percent.

An analysis of jobs in Indiana completed in 1989 concluded that *"Indiana's worker and working families will continue to suffer wage and income loss."* (Executive Report of the Jobs for Indiana's Future, p. 10.) The study further noted that Indiana's workforce is aging fast; with *"... a very high number of workers 55 years of age and over ... will retire in the next five to ten years."* (Executive Report of the Jobs for Indiana's Future, p. 13.) Thus, *"The state will face some very high replacement demand — about 450,000 workers will retire between now and the year 2000 — but must find new workers from a shrinking labor force."* (Executive Report of the Jobs for Indiana's Future, p. 13.)

The study concludes that future jobs *"will require more and better basic skills, and more technical knowledge as well as an increased ability to work in teams, to adapt to new work environments, and to communicate better orally and in writing."* (Executive Report of the Jobs for Indiana's Future, p. 14.)

Given this set of concerns, the Commission for Higher Education believes that continued attention to postsecondary instruction is imperative. Postsecondary education must continue to develop creative methods for helping Indiana students succeed in higher education if we are to have the workforce we require with the citizenship and technical skills necessary to remain competitive. The Commission will continue to encourage our institutions to address these instructional issues and aim to improve our degree completion rates for both the full time and part time students.

The Commission believes that our full attention as a state must emphasize postsecondary instruction first and foremost. Postsecondary education must find creative methods for helping our Indiana students succeed in higher education if we are to have the citizen workforce we require in the next century. We must encourage our faculty and staff to spend more time and effort on this issue until we achieve degree completion rates that are at least double our present rates.

Within the context of these trends and concerns, the Commission for Higher Education continued its planning efforts during 1989 and revised its work plan for 1989-91.

Commission Action on Planning Initiatives

During 1989, the Commission for Higher Education, working with the institutions of postsecondary education, continued to update the Indiana plan for higher education by addressing a number of specific planning initiatives believed critical to improving the state's efforts in postsecondary education. These efforts, aimed at a set of strategic directions, with findings, conclusions and Commission actions follow below.

Strategic Direction: To Improve College Participation

1. Develop Community Networks Supportive of High School Students Who are Undecided About College Participation

Findings

In 1986, the Commission adopted a comprehensive long-range plan for improving preparation for college and for work. A volunteer coalition, the Steering Committee for Improved Participation in Postsecondary Education (SCIPPE, or "Skippy"), has helped to build support for and implement that long range plan. Also in 1986, the General Assembly authorized the Indiana College Placement and Assessment Center as a statewide program for improving college participation and preparation by providing information and encouragement to high school students and their parents.

The Steering Committee and the Assessment Center jointly support the SCIPPE campaign to improve participation and preparation. The campaign relies upon regional SCIPPE committees charged with developing community networks supportive of designated high school students. The Assessment Center's student data file is the resource that makes identifying those students possible. There are eight regional committees.

Conclusion

The Assessment Center has shown that it is possible to identify ninth grade students who might be at risk of not regarding college as an option. The Steering Committee has shown that it is possible to develop a self-sustaining coalition that works to accomplish a well defined, attainable goal. Two things are needed, giving the Assessment Center the capability to remain in contact with students beyond the ninth grade, and more forceful regional committees in some areas of the state to carry out the SCIPPE campaign.

Action

In May, 1989, the General Assembly expanded the funding it provides for the Assessment Center, thus enabling it to begin communicating with students in grades ten through twelve in addition to its established ninth grade program. That expanded service began with the 1989-90 school year.

Early in 1989, SCIPPE began to focus its attention on regional campaign activities. To that end, it began holding regional hearings or conferences. In the Fall of 1989, it also began providing modest incentive grants for regional campaign activities.

2. Identify Undecided Minority Students and Link Them with Supportive Local Institutions

Findings

The Commission's data show that, in the postsecondary enrollment expansion that occurred throughout the 1980s, Black students are substantially under-represented. Its 1989 retention study, based upon a 1984-85 freshman cohort, shows that Black degree completion and persistence rates also lag behind those of postsecondary freshmen as a whole. A state-level performance objective of improving minority participation has had scant effect insofar as increasing Black enrollment is concerned. On several of the state's large urban and/or residential campuses, Black enrollment continues to decline.

Conclusion

Indiana has made no progress in terms of its ability to attract Black students into and see them successfully through postsecondary degree programs.

Action

For 1989-91, the Commission recommended a \$2.0 million biennial increase in funding in support of minority initiatives recommended by the institutions. The 1989 General Assembly provided \$1.2 million for those initiatives.

Part of the SCIPPE campaign involves identifying minority students as one kind of student for whom colleges and universities might provide special attention. The Assessment Center's data file makes this possible. To date, that information has been used by some Trio Program administrators and by a group of independent institutions. The Assessment Center is planning a metropolitan pilot project that would focus upon minority ninth graders.

3. Report and Recommendation on the Need for a Program and Facility in Elkhart, Indiana

Findings

On Friday, November 10, 1989 the Commission for Higher Education adopted a report and recommendation on the need for a program and facility in Elkhart. This was required in order to meet the requirements of House Concurrent Resolution 129. The study reviewed the previous studies, the public testimony, and developed a set of conclusions and recommendations for proceeding in Elkhart.

Conclusion

The Commission for Higher Education concluded that there was a need for a program and facility in Elkhart and that it should be located in the southeastern area of Elkhart. The Commission also concluded that the facility and program should be primarily focused on two-year programs and be limited in mission and purpose to avoid duplicating programs in South Bend.

Action

1. To establish a limited purpose facility and program in Elkhart County.
2. To limit the mission and purpose to providing the first two years of general education that prepare a person for a baccalaureate program and a limited number of two year technical programs. Other courses and programs could be delivered if there was demand.
3. To provide a residential faculty which would not exceed ten and to request that Indiana University South Bend administer the facility.
4. To build a facility of 50,000 ASF at the cost of \$6.75 million which would house Indiana University, Purdue University and IVTC programs at the single site which would be located in the Southeastern area of Elkhart.
5. To request the General Assembly to take up this request in the 1991 legislative session.

Strategic Direction: To Improve Preparation for Postsecondary Education

4. To convene task forces of college and high school faculty to establish clear distinctions between high school and college-level work in mathematics, reading, and writing, and to develop recommendations for both secondary and postsecondary institutions.

Findings

In October, 1987, the Commission appointed a Task Force on Mathematics, consisting of school teachers and college faculty. The group was charged with *"compar[ing] the expectations postsecondary institutions have of their entering freshmen with the proficiencies expected of Indiana high school students, and . . . develop[ing] recommendations for reducing whatever gaps [might] exist between the two."*

In April, 1988, the task force submitted to the Commission the results of the first phase of its activity. These consisted of a set of messages that task force members wanted conveyed to middle or junior high school pupils, their parents, school counselors, and high school mathematics teachers. In December, 1988, the Commission formally received that report and discussed an action plan designed to implement the task force's recommendations. In February, 1989, that action plan was adopted. The task force's recommendations are summarized under "Conclusion" below, and the Commission's action plan is summarized under "Recommendations."

Conclusion

The task force's messages for young people emphasized the importance of an understanding of mathematics for college and career decisions, as well as the topics that should be mastered in an appropriate sequence of high school mathematics courses. The task force also prepared lists showing a variety of occupations and the number of high school mathematics classes required for entry into those jobs. Finally, the task force prepared another list showing the number of years of college preparatory mathematics required for several dozen college majors.

Action

According to the action plan adopted in February, 1989, the Commission proposed to (1) work with the Indiana College Placement and Assessment Center to incorporate appropriate messages into its communications with ninth grade pupils and their parents; (2) work with the Task Force on Mathematics to develop a plan for the implementation of [its] recommendations; (3) invite the Indiana Conference on Higher Education (ICHE) to declare as a goal that after 1995 postsecondary mathematics courses below a certain level will no longer confer college credit; and (4) consider a tuition discount for high school graduates who have completed a prescribed mathematics curriculum.

Through December, 1989, the following steps had been taken in fulfillment of these recommendations: (1) The Assessment Center published a statement based upon the task force's findings concerning the connection between high school mathematics and jobs. (2) The ICHE endorsed the task force's recommendations. (3) The 1989 General Assembly adopted a mathematics scholarship that would serve the purpose of the tuition discount that task force had recommended; a member of the task force testified in support of the scholarship.

Strategic Direction: To Strengthen Postsecondary Technical Education

5. Cooperative Agreements: IVTC-Gary and Indiana University-Northwest

Findings

To provide an adequate array of postsecondary education opportunities in the northwestern metropolitan area of Indiana, primarily in the city of Gary, and insure the greatest possible return on public investment in higher education in this area, including a proposed new building for the Gary-IVTC campus, the Commission for Higher Education in the fall of 1988 encouraged Indiana University-Northwest and Indiana Vocational Technical College in Gary to develop a five-year plan for coordinated education and student services.

Conclusion

Agreement in principle to move forward on this plan was obtained from the two institutions at the December meeting of the Commission. Between February and June the two institutions reported progress on completing the plan.

Action

On August 3, 1989, the two institutions submitted to the Commission for its approval a final draft of the plan for the coordination of postsecondary education services in the northwestern metropolitan area of Indiana.

Some major features of this joint plan include the following:

- Development during 1989-90 by both institutions of several joint student services activities, including advising students wishing to transfer to Indiana University-Northwest; providing exit testing for basic skills, transfer credit evaluation, financial aid counseling, and admissions counseling; expanding cross referral activities; and, establishing common credential requirements for Student Services staffs at the two institutions.

- Strengthening by IVTC of services available for students at the Gary campus by establishing a guidance and counseling center with a full-time student services coordinator.
- Strengthening by IVTC of existing instructional programs offered at the Gary campus by allocation of additional funds for equipment, supplies, and library materials, by adding 3 new full-time faculty positions, and by upgrading existing faculty.
- Analysis planned by IVTC during 1989-90 to identify and eliminate or modify underutilized or duplicative programs, such as Auto Body, Welding, and Supervision, offered at the Gary campus.
- Development by both institutions during 1989-90 of articulation agreements involving the probable transfer of 15 to 18 technical course credits from IVTC in each of 3 program areas: (1) A.S. in Environmental Technology to B.A. in Biology or B.A. in Geology; (2) A.S. in Computer Programming to B.S. in Data Processing or Bachelor of General Studies (BGS); and, (3) A.S. in Secretarial Studies to Bachelor of General Studies (BGS).
- Delivery by Indiana University-Northwest of general education to IVTC students enrolled in articulated Associate of Science (A.S.) degree programs.
- Possible delivery by Purdue University-Calumet of engineering technology courses at the soon-to-be-constructed IVTC-Gary facility.
- Involvement of the City of Gary in (1) improving the physical appearance of the twelve-block "35th Avenue Corridor," and (2) providing free city bus transportation, available from 7:30 A.M. through 10:15 P.M. daily, for students traveling back and forth along 35th Avenue between the two campuses and the Gary Career Center.

The Commission for Higher Education will review of the status of this cooperative agreement in 1991.

6. Study of Transfer of Credit by IVTC Students

Background

As a result of a report by the Interim Study Committee on Post-High School Students, the 1989 Indiana General Assembly stated (in Senate Concurrent Resolution 18) that students face significant obstacles when they attempt to transfer credits from IVTC to public four-year colleges and universities. As a result, the General Assembly mandated that

- during [1989-90] all state universities and Indiana Vocational Technical College are urged to enter into articulation agreements to facilitate the transfer of credits from courses successfully completed by students enrolled in Indiana Vocational Technical College's associate of science programs,
- after July 1, 1989, the Commission for Higher Education is asked to conduct a study to determine compliance with the wishes of the General Assembly, and

- the Commission should compile its findings into a report to be submitted to all of the members of the General Assembly no later than December 1, 1989.

Objectives, Methods, and Procedures

The Commission's study of transfer of credit had two objectives: (1) to determine the degree to which public, postsecondary institutions in Indiana currently are complying with the wishes of the General Assembly expressed in Senate Concurrent Resolution 18; and, (2) to assess the transferability of IVTC credits by examining the transfer credit success and academic performance of former IVTC students who currently are pursuing baccalaureate degrees at four-year institutions.

Cooperative Associate of Science (A.S.) degree programs offered by IVTC and A.S. student transcripts were reviewed to determine the degree to which public, postsecondary institutions were complying *"with the wishes of the General Assembly."* In an attempt to meet the second objective of the study — to *"assess the transferability of IVTC credits"* — the Commission identified 2,807 students who were enrolled at IVTC during 1984-85 and who subsequently enrolled at another public institution in Indiana (for convenience referred to as *continuers*). From this population, 338 students were randomly selected — a sample which provided a margin of error of plus or minus 5 percent and a confidence level of 95 percent with regard to making estimates and drawing conclusions about the total population. Transcripts for the sample students and related materials were analyzed, along with other data.

Findings

Officially, most public institutions in Indiana do not transfer IVTC credits; the only campuses to do so are the University of Southern Indiana and IU-East. All public institutions have various methods of validating prior knowledge and skills, such as *"credit by examination."* Because of eleven recently-approved associate of science degree programs, five IVTC regional campuses now have the same *"level of accreditation"* as both Vincennes University and those components of the four-year institutions providing associate degrees.

COOPERATIVE A.S. PROGRAMS

- 104 FTE students enrolled in A.S. in Nursing programs at IVTC and 15.2 FTE students enrolled in non-Nursing A.S. programs at IVTC during FY1989.
- A.S. students earned a 3.17 median GPA for IVTC coursework and a 2.88 median GPA for university coursework.
- A.S. students had a 94 percent retention rate for FY1989.
- At some sites, A.S. students encountered difficulties in registering for general education classes offered by four-year institutions.
- As of fall, 1989, none of the 78 IVTC A.S. graduates (of FY1988, FY1989, and Summer FY1990) had continued on to enroll in a baccalaureate program.

IVTC "CONTINUERS"

- 2,807 students have subsequently enrolled at another public institution in Indiana ("*continuers*").

(Sets of transcripts for a random sample of 338 students from the 2,807 "continuers" were studied, with the following findings.)

- Over one-half of these "*continuers*" took fewer than 14 semester credit hours at either IVTC or a receiving institution, while a quarter of the "*continuers*" took more than 13 semester credit hours at both IVTC and a senior institution.
- The number of semester credit hours taken at IVTC and other institutions by FY1985 IVTC "*continuers*" totals 154,429, at a cost to students of \$7.8 million and a cost to the State of \$15.7 million.
- A third of all "*continuers*" chooses a major at a four-year institution similar to the major begun at IVTC; another third chooses a major not available at IVTC (e.g., arts and sciences, liberal studies, etc.); the major of the remaining third is most often coded "*undeclared*" or "*unknown*."
- Two-thirds of the "*continuers*" meet the established grading standards of other public postsecondary institutions in Indiana.
- Only 7 "*continuers*" in the sample of 338 received credit by examination or by another method for recognizing or validating prior learning.
- 0 "*continuers*" transferred any IVTC credit.

Conclusions

- Students at five IVTC regional campuses (South Bend, Lafayette, Richmond, Evansville, and Sellersburg) who are enrolled in any of IVTC's eleven associate of science degree programs are covered by the Indiana statute concerning transfer of credit (IC 20-12-17-2).
- Although senior institutions have alternative methods for awarding credit for former IVTC students who request transfer credit, these methods are rarely used by "*continuers*."
- Based on the transcripts which were studied in detail, the student responses, and the number of "*continuers*" still enrolled in FY1989, many "*continuers*" appear to be both resourceful and committed to continuing their education.
- It is too early to determine if the cooperative A.S. program initiative has been successful.

Action

The Transfer of Credit report will be submitted to the General Assembly in January, 1990.

Strategic Direction: To Strengthen Professional and Graduate Education

7. Venture Capital University Research and Training Programs

Findings

The Corporation for Innovation Development (CID) is required by statute to provide *"not less than five percent (5 percent) of the net income of the state corporation...to state universities for the purpose of developing business and industry in the state of Indiana."* In 1988 the Corporation for Innovation Development informed the Commission that it had funds available for programs in higher education.

Conclusion

The Commission for Higher Education and the Corporation for Innovation Development then met with university representatives to discuss and develop three programs which were to use the CID funds. After further discussion it was decided that during the first year of the program to provide funds for only two of the three programs.

Action

At the meeting on February 10, 1989, the Commission for Higher Education adopted two proposals from the Corporation for Innovation Development to establish a *"Venture Capital Intern Program"* and a *"University Alumni Small Business Research Program."* After a review of resumes of candidates wishing to be considered for the *"Venture Capital Intern Program,"* two MBA students were chosen from Indiana University to work for CID during the summer of 1989. Indiana University was also awarded the grant for the *"University Alumni Small Business Research Program."* After a full year of operation a review will be made of both these programs to determine what changes, if any, should be made.

Strategic Direction: To Improve the Use of Technology in Instruction

8. Funding for the Library Automation Network

Findings

Because the 1989 General Assembly was unable to fully fund the request for the library automation network for the 1989-91 biennium, the Commission working with the universities developed an alternative. Working with the institutions, it was agreed to develop a budget which would distribute the state dollars in a manner based on their previous budget and request a foundation to provide a matching grant for the institutions to use in meeting the one time only expenses associated with the project.

Conclusion

As a result, the Commission for Higher Education submitted a request for \$1.7 million dollars to the Lilly Endowment for the matching grant. This grant was approved by the Endowment in November, 1989 and a budget was submitted to the Commission for Higher Education.

Action

At the November, 1989 meeting of the Commission, the Commission recommended to the State Budget Agency that the funds for the library automation network be distributed to the universities according to the plan to which all the universities agreed. This plan was approved by the State Budget Committee at their meeting in November. As a result, the universities have a budget for library automation which comes very close to the budget which they submitted for funding for the 1989-1991 biennium.

Progress Report on Planning Initiatives

Strategic Direction: To Improve College Participation

1. Oversee the expansion of the Assessment Center's services to include students and their parents in grades nine through twelve.

The 1989 General Assembly provided funding for this expansion. In the fall of 1989, the Assessment Center expanded its student data file to include ninth, tenth and eleventh graders from all participating schools, plus the 5,000 or so twelfth graders who participated as ninth graders in the Center's pilot project (1986-87). Expansion to all twelfth grade students will occur in the fall of 1990.

2. Examine the issues and policies for developing reciprocity agreements with surrounding states.

In June, 1989, the Commission discussed proposals for a reciprocity agreement with Kentucky. A working group of institutional representatives met three times with Commission staff members to explore issues and possible policies for such an agreement. In October, 1989, the Commission discussed a policy paper which identified seven alternatives for possible Commission action. In November, the Kentucky task force on reciprocity held its first meeting. Further action by Indiana will be coordinated with the Kentucky Council on Higher Education.

3. Continue to develop through SCIPPE regional or community networks supportive of high school students who traditionally do not continue their education beyond high school.

In April, 1989, SCIPPE held its first regional hearing, called to celebrate the accomplishments of the northeastern Indiana SCIPPE campaign. In September, SCIPPE decided to provide incentive grants to regional SCIPPE campaign efforts and scheduled the first competition with a deadline of February 1, 1990. In November, the second regional hearing was held, this time focused upon central Indiana.

Other SCIPPE-related initiatives to occur in 1989 included a health occupations proposal for working with target students from the SCIPPE campaign, a coalition of three private institutions pledged to work with Black students identified through SCIPPE and the Assessment Center, and an Indiana State Teachers Association proposal to provide mentors for prospective teachers.

4. Develop with the institutions a plan for improving minority participation and retention in Indiana higher education.

Improving minority participation was one of the state-level performance objectives for 1987-89 and was retained as a state-level objective for 1989-91. The final biennial performance report for 1987-89 showed modest (and as yet unverified) progress. Part of the 1989 retention and degree completion study addressed the attrition and persistence of Black students in comparison with attrition and persistence for the entire 1984-85 degree-declared freshman student cohort. These two activities provided baseline data for the 1989-91 state-level objective. Long-range goals for equitable Black participation were discussed in February, 1989, and again in November and December, 1989.

Strategic Direction: To Improve Preparation for Postsecondary Education

5. To Assist in the Design and Development of a Technology Preparation Curriculum Model

Improved technical education at all levels has the potential for making a significant contribution toward the economic, well-being of Indiana. This beneficial effect will occur if students receive from their secondary schools improved preparation for postsecondary technical education. To address this issue, the 1987 General Assembly enacted legislation (Senate Enrolled Act 228, Public Law 217) that establishes the *"Technology Preparation (Tech Prep) Task Force,"* whose purpose is *"to design and approve technology preparation curriculum models."* The Commissioner for Higher Education, along with the Superintendent of Public Instruction and the Commissioner on Vocational and Technical Education, has responsibility for overseeing this task force. Tech Prep is intended to run parallel with but not replace either current college-prep programs or vocational education high school diploma programs. Tech Prep is designed to provide previously unmotivated general curriculum students with a reason to stay in school by giving them tangible career and educational goals.

During 1989, the Tech Prep Task Force reviewed six joint projects by Indiana secondary and postsecondary institutions to develop a Tech Prep curriculum and a plan for implementing it. Following this review, five sites were approved and provided with state funding to pilot their curriculum models and implementation plans. These five sites and funding amounts are as follows:

- Bartholomew Consolidated School Corporation — Columbus North High School and Columbus East High School, \$450,489;
- IVTC-Region 4 and North Montgomery High School, \$170,123;
- IVTC-Region 8 and Ben Davis High School, \$365,315;
- IVTC-Region 2 and Mishawauka High School, \$223,837; and,
- Monroe County Community School Corporation — Bloomington North High School and Bloomington South High School, \$500,000.

6. Review technology-based Adult Literacy Programs for K-5 through K-12 to prepare a competitive workforce.

Action on this initiative awaits an invitation to proceed from the political leadership. At present no funds are available to support the development of technology-based programs in reading and/or writing. A limited amount of funds are being used to maintain an ongoing project in mathematics.

7. Develop a working relationship with the Department of Education that will permit access to ninth grade ISTEP test scores for the purpose of communicating directly to parents about the significance of their children's scores in terms of postsecondary preparedness.

This was accomplished in June, 1989, by means of an agreement between the State Department of Education and the Indiana College Placement and Assessment Center. The agreement commits the Department to transfer ISTEP scoring tapes to the Center and the Center to obtaining from those tapes only those scores for which it has received parental consent. In the fall of 1989, the Assessment Center began experimentally to link ISTEP data with its own student data file.

Strategic Direction: To Improve Undergraduate Education

8. Review of Indiana Faculty Age Distribution and Replacement Patterns

American colleges and universities may be facing dramatic faculty staffing problems in the coming decade, either as a result of the uncapping of the mandatory retirement age for faculty (in 1994), or as a result of expected retirements by large numbers of faculty in disciplines which experienced expansion in the 1950s and 1960s. Indiana higher education, thus, is facing a possible faculty demographic or resource pool problem of unknown dimensions.

During 1988 the Commission for Higher Education, assisted by a group of institutional representatives, began planning a study to increase understanding about a possible faculty resource problem in Indiana. Requests for faculty data were sent to the institutions in July, 1989. Analysis of these data began in October, 1989. The faculty study is scheduled for completion in June, 1990.

9. Working with the institutions, [to] explore institutional successes with respect to the retention and graduation rates of their students.

Early in 1989, the Commission undertook a retention and degree completion study based upon a longitudinal analysis of 1984-85 degree-declared resident (i.e., Hoosier) freshmen at the state's public postsecondary institutions. The study was made possible by the institutions' having agreed to use social security numbers as student identifying numbers for Indiana's Student Information System (SIS). This was done for the first time in 1984-85. Once four years' worth of SIS data had been received (i.e., through 1987-88), the retention study was begun. It was planned to continue through 1990-91.

The study was also intended to satisfy IC 20-12-0.5-8 as amended by the 1987 General Assembly. The amendment required the Commission to "develop a definition for and report biennially to the (A) general assembly, (B) governor; and (C) commission of vocational and technical education; on attrition and persistence rates by students enrolled in state vocational education."

In March, April, and June, 1989, the Commission discussed three papers that presented retention study data and had previously been distributed to the institutions. In April and July, meetings were held with institutional representatives to discuss the study as a whole with particular attention to definitions and labels. As a result of those discussions, changes were made in the study's definition of "full-time student" and in the way its data were categorized.

The study characterized students according to the degree level attempted (certificate, associate, baccalaureate) and the number of credit hours taken (to determine full- or part-time status). At the institutions' request, any student who in any year attempted fewer than 24 credit hours was classified as a part-time student. Separate analyses were made of Black retention and degree-completion rates in comparison with those of all students, and of the retention and degree-completion rates for students younger than 25 and for students 25 and older. Ultimately, in order to concentrate upon information about retention and degree completion rates for Black students, age-specific information was omitted from the policy paper.

In September, 1989, the Commission discussed a policy paper based upon the three earlier analyses of retention and degree completion rates. In November, the Commission invited the institutions to present retention and degree completion analyses of their own students. Action upon the policy paper's recommendations was scheduled for January, 1990.

The policy paper discussed in December, 1989, summarized the retention and degree completion study as follows. With respect to baccalaureate degree seeking students, (1) 33 percent of full-time students had obtained degrees within four years; (2) Black full-time students were more than twice as likely as all full-time students not to return after their first year of college (33 percent vs. 15 percent), twice as likely to leave school without obtaining degrees (49 percent vs. 24 percent), and only one-third as likely to obtain degrees within four years (11 percent vs. 33 percent). (3) Most (71 percent) baccalaureate students were part-time students during at least one of their years of study. Part-time students were twice as likely as full-time students not to return after their first year of college (30 percent vs. 15 percent) and more than twice as likely to leave school without obtaining degrees (57 percent vs. 24 percent). (4) Degree-completion rates varied widely by campus (for full-time students the range was 8 percent to 51 percent).

With respect to associate degree seeking students, the study found that (1) The overwhelming majority (88 percent) were part-time students; (2) most (69 percent) left school without obtaining degrees; (3) degree-completion rates varied widely by campus (for full-time students the range was 5 percent to 63 percent); and (4) these students appeared to benefit from access to transfer opportunities.

With respect to certificate seeking students, the study found that (1) 91 percent were part-time students; (2) 57 percent of full- and 36 percent of part-time students obtained certificates; (3) 96 percent of these students were enrolled at IVTC; (4) those few who were still enrolled after four years appeared to have moved into degree-granting programs of study; and (5) Black students persisted at higher rates than did certificate students as a whole.

The policy paper to be considered in January, 1990, will contain four recommendations. Number one and an earlier version of number three were discussed at the Commission's September, 1989, meeting; numbers two and four were added as a result of that discussion.

1. The Commission for Higher Education should adopt a plan for monitoring retention and degree completion rates, using the definitions and methodology agreed upon by the institutions, and relying upon data provided by the institutions for Indiana's Student Information System. This monitoring should involve (a) a series of seven-year cohort studies, (b) the identification of a new cohort every fourth year, and (c) annual discussions of retention and degree completion trends for each cohort.
2. The Commission should invite the institutions to assist in the development of a research plan for investigating why students from the 1984-85 degree-declared freshman cohort decided to remain or not remain in school until they had obtained degrees.
3. With respect to improving degree completion rates for part-time students, the Commission should adopt the following charge for the task force cited in IV.C.2 of its work plan for 1989-91: To explore and, as appropriate, recommend improvements that might be made in the way degree programs are made available to part-time students. Alternatives that might be considered include but are not limited to (a) incentives for full-time attendance, (b) new ways of delivering or organizing programs, and (c) ways to increase transfer opportunities.
4. The Commission should invite the institutions to set targets for improved degree completion rates for their Black students and to report periodically on their progress toward those targets.

Strategic Direction: To Strengthen Postsecondary Technical Education

10. Administration of the Postsecondary Federal Vocational Technical Funds

During 1989, the Commission for Higher Education completed the first program year of administering the postsecondary federal vocational technical funds granted to Indiana by the Carl D. Perkins Act of 1984. The Commission was given responsibility for the administration of these funds by the 1987 Indiana General Assembly's adoption of P.L. 217.

During this first program year, the Commission approved, monitored and evaluated over \$7 million worth of Perkins programs. These programs provided technical education students identified as handicapped or as educationally or economically disadvantaged with special services. The grants also provided quality improvement equipment, guidance and counseling services and apprenticeship opportunities for technical education students.

Strategic Direction: To Strengthen Professional and Graduate Education

11. Policy on Undergraduate and Graduate Education at IUPUI

The Commission's work plan for 1989-1991 calls for the development of a policy for implementing graduate programs in Indianapolis while improving the quality of the undergraduate programs at IUPUI. This initiative continues and builds upon efforts that were underway in connection with a proposed M.A. in Economics and with other aspects of the IUPUI development plan.

In October and November of 1989, the Commission held public hearings in Indianapolis to solicit advice on how to proceed. The Commission also discussed this initiative with civic leaders in recent months.

This policy is still under development. When completed, the policy is expected to have implications for guiding programmatic and budgetary priorities regarding IUPUI.

Strategic Direction: To Improve the Use of Technology in Instruction

12. Library Automation Network

With the completion of the State University Library Automation Network Plan, the Commission for Higher Education began work on a plan to add interested private colleges and universities to the network. A computer model was developed to determine the start-up costs and the associated annual operating costs for joining the public system so that the private colleges and universities could make a judgment on whether to join or not. The Commission proposes to request the start-up funds from a major foundation so that Indiana can become the first state in the nation to have both private and public colleges on the same network.

Appendix A

Commission for Higher Education Recurring Staff Reports

Appendix A

Commission for Higher Education Recurring Staff Reports

Higher Education Budget Instructions and Requests

Each biennium the Commission and the State Budget Agency jointly issue budget instructions to guide the development of budget requests submitted by the institutions and by the State Student Assistance Commission of Indiana (SSACI). Budget instructions for the 1989-91 biennium were issued in May, 1988. Budget instructions for 1991-93 will be issued in the spring of 1990. Biennial budget requests from the institutions are routinely due to the Commission on September 1 of even-numbered years. The next year those requests will be due is 1990.

Performance Assessment

In 1985-87, Indiana higher education began an ongoing assessment of performance that focused upon state-level performance objectives. Assessment consisted of annual institutional reports submitted to the Commission and an annual statewide report compiled from the institutional reports. The same process was followed for the 1987-89 biennium.

For 1989-91, the performance assessment process was changed. Beginning in 1989-90, the Commission will assess and report on progress with respect to state-level performance objectives, and the institutions will assess and report upon progress with respect to institutionally-specific objectives that each institution has chosen for itself. In December, 1988, the Commission adopted five state-level performance objectives for 1989-91 and formally accepted the objectives chosen by the institutions. Also in December, the Commission adopted guidelines for the assessment of performance in 1989-91.

The final biennial performance report for 1987-89 was discussed at the Commission's November meeting and adopted in December, 1989. Discussions about procedures for assessing performance with respect to the 1989-91 state-level objectives began in November and continued at the Commission's December meeting.

Programs with Few Recent Graduates

The first cycle of the analysis of programs with few graduates occurred in 1987-88. The second cycle began in November, 1989, with the Commission's acceptance of 1988-89 Student Information System (SIS) data from all institutions except Ball State University, whose data was submitted late. The second cycle should be completed in

1990. The criteria used in the first cycle are being used again in the second cycle, except that the degree completion data includes more recent information (1985-86 through 1988-89). Ball State University will be included in the analysis as soon as its 1988-89 data have been accepted.

Minority Participation

The Commission reports annually on minority participation, emphasizing black participation, in Indiana's public institutions. A report issued in February, 1989, reviewed state-level changes in Black enrollment that occurred between 1978-79 and 1987-88 and campus-level changes since the low point of Black enrollment that occurred in 19884-85. The report concluded that, using any of several measures of college participation, and setting aside the issue of student migration, Indiana higher education enrolls from 6,000 to 9,000 fewer Black students than it should.

Guidelines for General Repair and Rehabilitation Funding

In 1985, the staffs of the Commission and the institutions developed working guidelines for general repair and rehabilitation projects. Since that time, with few exceptions, the guidelines have been followed and have proven workable. In March, 1988, revised guidelines were adopted.

Program Review Data Base

During 1985-87, the Commission developed an integrated Program Review Data Base (PRDB) that linked Student Information System (SIS) annual data, the Academic Program Inventory (API), and biennial cost study data. That initial stage of development focused upon SIS and API. As a result, the current PRDB is primarily a collection of longitudinal enrollment and degree data for each approved program offered by the public institutions.

In March, 1988, the Commission accepted 1987-88 SIS data from all institutions, thereby adding these data to the PRDB. In November, 1989, the Commission accepted 1988-89 SIS data from all institutions (with the exception of Ball State University), and these data also became part of the PRDB. As a result, the Program Review Data Base now includes enrollment and degree completion data from all public institutions for the years 1978-79 through 1988-89, with the exception of 1988-89 data from Ball State University.

Student Information System

Each year, the Commission adopts instructions for the institutions to follow in submitting data on their students as part of Indiana's Student Information System (SIS). To emphasize the importance of receiving correct data, in 1988 the Commission began formally to adopt SIS data for the most recent year, as submitted and verified by the institutions, as the official source for analyses of all pertinent subjects. In November, 1989, the Commission adopted 1988-89 SIS data for all public institutions except Ball State University.

Higher Education Services Plans

Every biennium in non-budget years the Commission asks the institutions to submit services plans prepared according to instructions that the Commission has adopted. Services plans include mission statements, ten-year development plans, and institutional performance objectives for the forthcoming biennium. Guidelines for the

1989 services plans were adopted in April, 1989. The timetable included with these guidelines calls for the institutions to submit any proposed revisions to their mission statements by December 1, 1989, and to submit their development plans and 1991-93 performance objectives by February 1, 1990.

Program Start-up Fund Instructions

Every biennium since 1983-85, the General Assembly has appropriated funds for a Program Start-Up Fund. These monies are disbursed by the State Budget Committee in response to recommendations from the Commission for Higher Education. Institutions seek support from the Start-Up Fund on the basis of guidelines adopted by the Commission. In June, 1989, the Commission adopted a policy and guidelines document for 1989-91.

Equipment Inventory

For several biennia, the Commission maintained a data collection process designed to provide a basis for evaluating and recommending equipment replacement funding. In response to instructions issued by the Commission, the institutions provided both inventory data (number and value of equipment items) and expenditure data (additions to inventory value). The last equipment inventory instructions were adopted in May, 1987. In 1989, the Commission decided that the inventory would not be continued.

Facilities Inventory

The Commission began its facilities inventory in 1975 and greatly expanded the data collection process in 1979 and again in 1985. By 1987, the Facilities Inventory and Space Utilization Study consisted of four parts: a Building Master List; a Room Use Inventory; data on room utilization; and a campus infrastructure inventory. The most recent instructions for the four-part facilities inventory were adopted in June, 1987. In 1989, the Commission decided that the infrastructure inventory would not be continued. That decision delayed adoption of instructions for the remaining parts of the inventory beyond the deadline for the 1989 annual report.

Appendix B

New Degree Programs Approved in 1989

Appendix B

New Degree Programs Approved in 1989

	<u>INSTITUTION</u>	<u>PROGRAM SITE</u>	<u>APPROVAL DATE</u>
<u>TECHNICAL CERTIFICATES</u>			
<u>ASSOCIATE DEGREES</u>			
A.A.S. in Chemical Methods	Purdue University-Fort Wayne	Fort Wayne	12/08/89
A.S. in Education	University of Southern Indiana	Evansville	05/12/89
A.S. in Supervision (SWT)	Purdue University-WL	South Bend	04/14/89
A.S. in Supervision (SWT)	Purdue University-WL	Elkhart	04/14/89
<u>BACCALAUREATE DEGREES</u>			
B.S. in Behavioral Sciences (Sociology)	Indiana University-East	Richmond	12/08/89
B.S. in Behavioral Sciences (Psychology)	Indiana University-East	Richmond	12/08/89
B.S. in Behavioral Sciences (Human Services)	Indiana University-East	Richmond	12/08/89
B.S. in Integrated Information Mgmt.	Indiana University-East	Richmond	12/08/89
B.S. in Business Administration	Indiana State University	Vincennes	11/10/89
B.S. in Business Administration	Indiana State University	Jasper	11/10/89
B.S. in Audio Recording	Indiana University	Bloomington	09/08/89
B.S. in Insurance	Indiana State University	Terre Haute	06/09/89
B.S. in Supervision (SWT)	Purdue University-WL	South Bend	04/14/89
B.S. in Supervision (SWT)	Purdue University-WL	Elkhart	04/14/89
B.S. in Applied Physics	Indiana University-South Bend	South Bend	03/10/89
B.A. in English	Purdue University-North Central	Westville	03/10/89
B.A. in English	Indiana University-East	Richmond	02/10/89
B.S. in Business Administration	Indiana University-East	Richmond	02/10/89

Appendix C

Program Eliminated in 1989

Appendix C

Programs Eliminated in 1989

			DATE ELIMINATED
<u>TECHNICAL CERTIFICATES</u>			
T.C. in Auto Body Repair Technology	IVTC-Fort Wayne	Fort Wayne	01/01/89
T.C. in Computer Programming Technology	IVTC-Madison	Madison	01/01/89
T.C. in Electronics Technology	IVTC-Madison	Madison	01/01/89
T.C. in Printing Technology	IVTC-Terre Haute	Terre Haute	02/03/89
T.C. in Child Care Technology	IVTC-Richmond	Richmond	07/12/89
T.C. in Automotive Services Technology	IVTC-Richmond	Connersville	07/12/89
T.C. in Practical Nursing	IVTC-Gary	Westville	08/10/89
T.C. in Welding Technology	IVTC-Gary	Hammond	08/11/89
T.C. in Machine Tool Technology	IVTC-Gary	Hammond	08/11/89
T.C. in Commercial Art Technology	IVTC-Evansville	Evansville	10/06/89
T.C. in Commercial Photography	IVTC-Evansville	Evansville	10/06/89
T.C. in Computer Programming Technology	IVTC-Evansville	Evansville	10/06/89
T.C. in Industrial Drafting Technology	IVTC-Evansville	Evansville	10/06/89
T.C. in Information/Data Management	IVTC-Evansville	Evansville	10/06/89
T.C. in Marketing Technology	IVTC-Evansville	Evansville	10/06/89
<u>ASSOCIATE DEGREES</u>			
A.A.S. in Pollution Control Technology	IVTC-Indianapolis	Indianapolis	07/12/89
A.A.S. in Automotive Services Technology	IVTC-Richmond	Connersville	07/12/89
A.A.S. in Statistical Process Control Tech.	IVTC-Richmond	Muncie	08/10/89
A.A.S. in Machine Tool Technology	IVTC-Gary	Hammond	08/11/89
A.A.S. in Automotive Services Technology	IVTC-Evansville	Evansville	10/06/89
A.A.S. in Automotive Services Technology	IVTC-Evansville	Evansville	10/06/89
<u>MASTERS DEGREES</u>			
M.S.N. in Nursing Administration	IUPUI	Ripley Co.	02/07/89
<u>MASTERS DEGREES</u>			
M.A./M.S. in Professional Communication	Indiana University-Purdue University at Fort Wayne	Fort Wayne	10/13/89
Master of Liberal Studies (IU)	Indiana University-Purdue University at Fort Wayne	Fort Wayne	06/09/89
M.A. in Liberal Studies	University of Southern Indiana	Evansville	05/12/89
<u>DOCTORATE DEGREES</u>			

Appendix D

Background Working Papers and Reports

Appendix D

Background Working Papers and Reports

(All are available upon request)

Materials Appearing in Commission Agendas

- 12/09/88** **Performance Objectives for 1989-91 (Decision Item)**
Performance Objectives for 1989-91, dated April 6, 1988. Also, *Proposed Institutional Performance Objectives for 1989-91*, not included in the agenda but available upon request; and *Guidelines for Reporting Progress Regarding Performance Objectives in 1989-91*, dated November 28, 1988. Agenda pp. 47-52. Continues the performance assessment process begun with the 1985-87 biennium. For 1989-91, both state-level and institutional objectives are identified.
- 12/09/88** **1989-91 Biennial Budget Recommendations (Decision Item)**
Adoption of the 1989-91 Budget Recommendations. Agenda pp. 53-54. (1989-91 Biennial Budget Recommendations for Indiana Higher Education distributed separately.) Details of the Commission's recommendations to the Governor and the General Assembly.
- 12/09/88** **Annual Report of the Commission for Higher Education (Decision Item)**
1988 Annual Report of the Commission for Higher Education, dated December 1988. Agenda pp. 55-128. Also published separately. Includes sections on increasing the educational achievement of the state's citizens to address future demographic and economic trends; higher education funding recommendations for the 1989-91 biennium; Commission action in 1988 on strategic planning initiatives; summaries of recurring staff reports; degree programs approved and eliminated in 1988; and a bibliography of background working papers and reports.

- 02/10/89 Interagency Oversight Committee Regarding State Plan for Adult Education (Discussion Item)**
- Report of the Interagency Oversight Committee for the State Plan for Basic Learning Skills Programs for Indiana Adults*, dated January 6, 1989. Agenda pp. 15-22. (The report's appendix was not included but made available upon request.) Discussion report of an interagency committee formed to oversee the development of effective basic skills programs in mathematics and language arts for adults.
- 02/10/89 Coordination of Postsecondary Education Services in the Northwestern Metropolitan Area (Discussion Item)**
- Memorandum of Understanding for Plan for the Coordination of Postsecondary Education Services in the Northwestern Metropolitan Area*, dated December 6, 1988, from Clyde Ingle to Presidents Thomas Ehrlich and Gerald Lamkin. Also, *Summary of a Joint Meeting between Indiana University-Northwest and Indiana Vocational Technical College*, dated December 16, 1988. Agenda pp. 23-36. In the fall of 1988 the Commission encouraged Indiana University-Northwest and IVTC-Gary to develop a five-year plan for coordinated education and student services. This discussion item served as a progress report on that initiative.
- 02/10/89 Update on Minority Participation (Discussion Item)**
- Black Participation in Indiana Public Higher Education, 1978-79 to 1987-88*, dated February 10, 1989. Agenda pp. 37-56. Discussion item presenting the Commission's sixth annual report on minority participation. Among other things, the report concluded that to achieve Black enrollment commensurate with the Black proportion of Indiana's 18-44-year-old population would require an additional 6,000 Black students.
- 02/10/89 Proposal for a Venture Capital Development Program (Discussion Item)**
- Proposal for a Venture Capital Development Program from the Corporation for Innovation Development*, undated. Agenda pp. 57-62. Legislation requires the Corporation to contribute at least 5 percent of its net income to state universities to be used for research for the purpose of developing business and industry in the state. The allocation of funds among the universities is directed by the Commission. Discussion item on a proposed program entitled "Venture Executive in Residence Program."
- 02/10/89 Proposals for a Venture Capital Intern Program and a University Alumni Small Business Research Program (Decision Item)**
- Proposals from the Corporation for Innovation Development for a *Venture Capital Intern Program* and a *University Alumni Small Business Research Program*, undated. Agenda pp. 63-74. Action item on proposals developed to: 1) train highly qualified M.B.A. students for the Indiana venture capital industry, and 2) identifying private Indiana

companies owned or managed by university graduates to determine reasons for their growth in order to recommend future university courses or training necessary to develop better small business executives.

02/10/89

Recommendations from Task Force on Mathematics (Decision Item)

Action Plan for Following Up the Recommendations of the Task Force on Mathematics, dated November 11, 1988. Also, *Mathematics Preparation for Continued Education and/or Career*, undated (prepared by the Task Force); and *Mathematics Task Force Membership List*, undated. Agenda pp. 75-86. Task Force materials describe the importance of an understanding of mathematics for college and career decisions, and the topics that should be mastered in an appropriate sequence of high school math courses. Action plan proposes follow-up activities related to those materials. Items were also published in December agenda and discussed at that meeting (12/9/88).

03/10/89

Retention and Attrition of Declared Freshmen (Discussion Item)

Retention and Persistence Rates of Students Enrolled as Declared Freshmen in 1984-85, dated March 10, 1989. Agenda pp. 17-27. The first paper in a three-part series addressing attrition and persistence rates at Indiana's public postsecondary institutions. The series follows degree-declared students who were freshmen in 1984-85. As of 1989, four years of data concerning this cohort is available. The study is planned to continue for seven years.

04/14/89

Retention and Attrition of Declared Part-Time Associate Freshmen (Discussion Item)

Working Paper on Retention and Attrition of 1984-85 Declared Part-Time Associate Freshmen, dated April 4, 1989. Agenda pp. 19-32. The second paper in a series. Discussion item providing an analysis of attrition and persistence rates for those members of the 1984-85 cohort who are defined as part-time students.

04/14/89

Retention and Attrition of Declared Part-Time Associate Freshmen (Decision Item)

Retention and Persistence Rates of Students Enrolled as Declared Freshmen in 1984-85, dated April 4, 1989. Also, *Summary of Staff Responses to Institutional Comments Regarding Retention Study*, dated April 4, 1989. Agenda pp. 85-100. Action item adopting the staff report (see 3/10/89 entry) on attrition and persistence rates of the 1984-85 freshman degree-declared student cohort.

05/12/89

Minority Retention (Discussion Item)

Working Paper on Retention and Attrition of 1984-85 Degree-Seeking Black Freshmen, undated. Agenda pp. 41-52. Discussion item providing an analysis of attrition and persistence rates for Black students from the 1984-85 degree-declared freshman cohort.

- 05/12/89** **Guidelines for Federal Vocational Technical Funds in Indiana (Discussion Item)**
- Guidelines for Vocational and Technical Education Services for Disadvantaged and Handicapped Students; Guidelines for Vocational/Technical Equipment Procurement and Management; Guidelines for Guidance and Counseling Services for Vocational and Technical Education Students; Guidelines for Adult Education-Apprenticeship Programs*, all dated April 1989; and *Assurance Statement for Indiana Postsecondary Institutions Receiving Federal Vocational Technical Funds*, undated. Agenda pp. 59-124. Proposed guidelines and an assurance statement for the administration of federal funds to ensure compliance with federal requirements and to reflect the goals of the "Long-Range State Plan" developed by the Commission on Vocational and Technical Education.
- 06/09/89** **Tech Prep Curriculum: A Status Report (Discussion Item)**
- Status Report on Tech[nology] Prep[aration]*, dated May 25, 1989. Agenda pp. 23-26. A discussion item on activities of the Tech Prep Task Force, whose purpose is to design and approve technology preparation curriculum models.
- 06/09/89** **Indiana College Placement and Assessment Center (Discussion Item)**
- Annual Report for the Indiana College Placement and Assessment Center, 1988-89*, dated May 25, 1989. Agenda pp. 27-34. A report on the Center's accomplishments during its second year of statewide service and a look toward the expansion of service beyond the ninth grade level, as was made possible by the 1989 General Assembly. The Center communicates with students and their parents to provide postsecondary information and encouragement.
- 06/09/89** **Transfer of Credit Study (Discussion Item)**
- Transfer of Credit Study: Project Design*, dated May 25, 1989. Agenda pp. 35-40. Project design for a transfer of credit study in response to Senate Concurrent Resolution 18, which urges all state universities and IVTC to enter into articulation agreements to facilitate the transfer of course credits from IVTC associate of science programs, and requests that the Commission determine compliance with this directive.
- 06/09/89** **Indiana/Kentucky Cooperation in Higher Education (Discussion Item)**
- Project Design. Indiana/Kentucky Cooperation in Higher Education*, dated May 25, 1989. Agenda pp. 41-44. Project design for the exploration of cross-border educational opportunities along the Indiana/Kentucky border.
- 06/09/89** **Guidelines for Federal Vocational Technical Funds in Indiana (Decision Item)**
- Documents listed under this discussion item from 5/12/89 revised (no substantive changes) and redated June, 1989 were not included in the agenda but made available upon request. Agenda pp. 77-78. Action item for approval of the guidelines for administering federal vocational/technical education funds.

- 09/08/89 Retention of Degree-Declared Public Postsecondary Students (Discussion Item)**
- Retention of Degree-Declared Public Postsecondary Students: Conclusions and Policy Recommendations*, dated August 11, 1989. Agenda pp. 69-78. Discussion item presenting conclusions and policy recommendations based on three papers from the attrition and persistence study of a target group of 1984-85 freshman students (See items under 3/10/89, 4/14/89, and 5/12/89).
- 09/08/89 Coordination of Postsecondary Education Services in Indiana's Northwestern Metropolitan Area (Decision Item)**
- A Five Year Plan for the Delivery and Coordination of Postsecondary Educational Services in the Northwest Metropolitan Area*, dated August 3, 1989, submitted to the Commission jointly by Indiana Vocational Technical College and Indiana University- Northwest. Agenda pp. 83-84. Institutional report on the Indiana University-Northwest/IVTC-Gary five-year plan for coordinated education and student services.
- 09/08/89 The Commission Work Plan 1989-91 (Decision Item)**
- Document of same title dated September, 1989, adopted as the biennial update of the Commission's work plan. Agenda pp. 85-109; also published separately. The document describes the Commission's statutory authority, mission, and principles of operation; Indiana's goals for public investment in higher education; and the Commission's planning initiatives for 1989-91.
- 09/08/89 University-Based Business Assistance Initiative Funding (Decision Item)**
- Summary of Requested and Proposed Funding for Economic Development Programs, 1989-90 Fiscal Year*, undated. Agenda pp. 111-114. Action item on allocation of the University-Based Business Assistance Initiatives Fund, based on the joint recommendations of the Commission and the Economic Development Council.
- 10/13/89 Condition of Higher Education (Discussion Item)**
- Condition of Higher Education: 1990*, dated —, distributed separately and available upon request. Agenda p. 30. Draft paper characterizing Indiana higher education as it appears in 1989-90. It summarizes the statutory authority of the various state entities having higher education responsibilities; describes the varieties, sizes, and locations of public and independents colleges and universities; and reviews the chief resources and accomplishments of the state's higher education system.
- 10/13/89 Possible Reciprocity Agreement Between Indiana and Kentucky (Discussion Item)**
- Policy Paper on the Possibility of a Tuition Reciprocity Agreement Between Indiana and Kentucky*, dated October 2, 1989. Agenda pp. 31-39. Draft paper considering the possibility of broadening the state's cross-border reciprocity agreement.

- 10/13/89** **Distribution of the Library Automation Funds (Decision Item)**
Proposed Funding Plan for Library Automation, 1989-91 Biennium, dated October 13, 1989. Agenda pp. 48-50. Action item on the 1989-91 funding distribution which was agreed upon by the institutions.
- 11/10/89** **Biennial Report on Higher Education Performance (Discussion Item)**
Final Report on the Performance of Indiana Higher Education with Respect to State-Level Performance Objectives for 1987-89, dated October 27, 1989; and Appendix, *Summary of Indiana Higher Education's Performance in 1987-89*, dated October 30, 1989. Agenda pp. 20-45. Draft final statewide performance report for the 1987-89 biennium.
- 11/10/89** **State-Level Performance Assessment (Discussion Item)**
The Performance of Indiana Higher Education in 1989-91. Suggested Assessment Procedures, dated October 31, 1989, and *Suggested Data Sources*, dated October 31, 1989. Agenda pp. 46-48. Discussion item addressing the revised performance assessment process, which has the Commission reporting on state-level performance objectives and the institutions reporting on institutionally-specific objectives. Items presented proposed procedures and data sources for reporting on the state-level performance objectives.
- 11/10/89** **Report and Recommendation on the Need for a Program and Facility in Elkhart (Decision Item)**
Commission Report and Recommendation on the Need for a Program and Facility in Elkhart, dated November 1989. Agenda pp. 53-71. Document presenting conclusions and recommendations based on public testimony and on previous studies of the region; responds to HCR 129 and will be submitted to the General Assembly. An earlier version, *Draft Commission Paper: Need for a Program and Facility in Elkhart*, dated October 2, 1989, was discussed at the Commission's October meeting (10/13/89), agenda pp. 13-29.

Materials Issued Under Separate Cover

- 12/09/88** *1989-91 Biennial Budget Recommendations for Indiana Higher Education*, dated December 1988. Details of the budget recommendations for the 1989-91 biennium which was submitted to the Governor and the General Assembly.
- 12/09/88** *1988 Annual Report of the Commission for Higher Education*, dated December 1988.
- 03/10/89** *Modifications to the 1989-90 Student Information System (SIS) Instructions*, undated. Document containing complete instructions is available upon request.
- 04/14/89** *Guidelines for Submitting 1989 Ten-Year Education Services Plans*, dated March 30, 1989. Services plans are updated by the institutions and reviewed by the Commission every two years.

- 04/14/89 *Retention and Persistence Rates of Students Enrolled as Declared Freshmen in 1984-85*, dated April 4, 1989. Reports on attrition and persistence of 1984-85 degree-declared freshmen student cohort. Submitted to General Assembly in compliance with 1987 amendment to IC 20-12-0.5-8 requiring biennial reports on students enrolled in state vocational education.
- 06/09/89 *Policy and Guidelines Pertaining to the 1989-91 Program Start-Up Fund*, dated May 22, 1989. This fund provides a means by which the state can respond to the urgent funding requirements of selected programs between budget sessions.
- 09/08/89 *The Commission Work Plan 1989-91*, dated September 1989. The Work Plan is updated every two years and forms the basis of the Commission's planning initiatives for the next three years.